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The problems under factoring, fractions, simultaneous equations, and radicals are plentiful and well suited to the application of the principles involved, but the number of easy drill problems in the early part of the work does not seem great enough to meet the needs of the average beginner.

One of the pleasing features of the book arises from the fact that the author has avoided the *padding process* in making up the list of problems. The full discussion of the more advanced topics, as the binomial theorem, combinations and permutations, the summation of series, and continued fractions, makes it a text well suited for use in the very best secondary schools, and furnishes a preparation that will meet the maximum requirements for entrance in the best colleges and technical schools.

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A History of the Michigan State Normal School, 1849-1899. By DANIEL PUTNAM, A.M., LL.D., Professor of Psychology and Pedagogy. Pp. 368. The author: Ypsilanti, Mich., 1900. Price, \$1.10.

It is difficult to write a history of an educational institution which will have enough specific information to be interesting to the graduates, and yet have enough general information to hold the attention of students of general educational history. Professor Putnam says that the main purpose of his work is to show the development of normal work and instruction during the life of the school, and this he has done in such a simple, attractive manner that there is interest even in much of the statistics. It is written by one who has first-hand knowledge of the facts and a deep interest in the work of the school, as he has been connected with its history for thirty years. An interesting introduction on the evolution of the normal school idea is followed by the history of the beginnings in Michigan, inspired by the great founder of education in that state, J. D. Pierce, the first state superintendent of public instruction. This is succeeded by chapters dealing with the early growth of the school, the development of the courses of study and instruction, its internal administration, the development of the training school, biographical sketches of the leading teachers who have been, or are now, connected with the school, a list of past and present students, and some twenty-nine excellent illustrations. Thus,

while it relates to Michigan particularly, it is valuable to the student of education in this country because of the great influence which the educational system of that state has had in molding the education of the West. We welcome such contributions to the history of education in our country.

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